DETROIT UNDER FIRE

POLICE VIOLENCE, CRIME POLITICS, AND THE STRUGGLE FOR RACIAL JUSTICE IN THE CIVIL RIGHTS ERA

Teacher's Guide for Student Performance Assessment:

Creating an Experiential Museum Exhibit

- This document provides teachers with guidance for the implementation of the Detroit Under Fire student performance assessment, *Creating an Experiential Museum Exhibit*. Feel free to adapt this approach to your own context!

- This project will make the most sense to students if it is implemented after they have gone through the Student StoryMap Reading Guide activities and learning. However, it can be used independently of the reading guide, but students will need additional support in building background knowledge and placing the events of the website in an historical context.

- This project requires internet access and at least one device per collaborative student group (preferably one to one).

Student Instructions *(this is the content of the student handout)*	Teacher Instructions
Driving Question: The Equal Protection Clause of the 14th Amendment to the United States Constitution states the following: *"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."*	To introduce the project, share the driving question (in left column, and on student handout) with students. If they have worked on the StoryMap Reading Guide they will be familiar with it. Have students help you read it out loud.

ceder

What this means is that all people who are citizens of the United States have equal rights and protections. No branch of government, from federal to local, should take away a person's life, freedom, or property without a full, fair legal process. No government department, office, or official should deny anyone equal protection of the law. No person, or group of people, should be treated differently and have less rights than any other.

This amendment was fully ratified and passed into law in 1868, but our government still has not lived up to this promise, more than 150 years after it was made. Your task with this project is to explore this promise to the people of the nation by examining the specific issue of police violence, misconduct, and racism in Detroit during the 1950's and 1960's (and possibly into the 1970's). You will develop an evidence-based response to **ONE** the following question sets (#1, #2, or #3):

1. Based on case studies of police violence towards African American people in the city of Detroit from 1957 to 1967 (or to 1973), and the demands for equal treatment under the law made by civil rights groups and Black community residents throughout this period, to what extent did the United States live up to the promise of the 14th Amendment during this time period?

2. African-Americans in the city of Detroit have been systematically denied equal protection under the law throughout the history of the city. Based on a case study of African-American community organizing and activism against racist police violence and misconduct in Detroit during the 1950's, 1960's, and early 1970's, how did African-Americans struggle to achieve equity and equal protection, and what can we learn from their work?

3. Using a case study of one particular incident, how does this incident show both the failure to provide equal protection under the law, and the strength and resources of the African-American community to fight for justice?

You will answer one of these questions by working in a team to develop an

Note that the first dates listed here, the 1950's and 1960's, correspond to the StoryMap Reading Guides. You may choose to have students also explore the early 1970's on the website.

Have students help by reading sections out loud to review the three options for specific project topics. Explain to students that each option deals with the same larger question, but in a different way. Be sure to review the supporting questions in the student facing document for each of the three questions (not listed here).

Explain that they will be organized into teams (if they are not already in groups) and that as a team they will choose a project option.

ceder

experiential museum exhibit on the history of police violence towards African-Americans, or community organizing against police violence, in Detroit between 1957 and 1967 (or until 1973) using resources on the Detroit Under Fire website. This is a potentially controversial issue as there is some debate in our society about the role that police have and should play in our nation. However, your job as a historian is to explore the historical evidence and look for patterns, and also to be aware of any biases you might have that shape the way you view the evidence.	Spend some time discussing this last point so that students understand that their claims need to be based on historical evidence, not just their opinions or experiences.
Project Overview: ● *Goal:* Your goal is to work as a member of a collaborative team to produce an answer to one of the questions above with an interactive, digital museum exhibit. Your exhibit should serve as a call to action and an invitation for exhibit participants to learn about, witness, celebrate, and contribute to the long history of activism in Detroit's African-American community to resist injustice and create a more equitable city. ● *Context:* You and your team of young historians, archivists, and museum curators have been invited by a group of local museums to develop a small-scale, digital exhibit. These museums are hoping to have multiple digital exhibits they can house on their websites, and they also plan to convert the best of the digital exhibits into in-person experiences in their physical museum spaces. For this project, you will develop your digital exhibit and then also develop a "pitch" presentation that explains it and makes the case for why it should be turned into an actual exhibit in a museum. ● *Role:* Within your teams, you will take on different roles. You can decide if you want to each take on a role and stick with it throughout the process, or if you would like to rotate through the roles. You may also decide to combine some of the roles or develop different roles with your teacher's	Review the project overview with students by having students read different sections out loud, and then ask different students to explain what was just read in their own words. Help students understand that these roles can be switched during the project, or they can be maintained. Groups will have to decide how to organize the work, but they will have

approval. Possible roles are below. Remember, you don't need to have all of these roles on your team and you can decide to combine some of them.

- o *Historian:* Historians ask questions about the past and try to explore accounts of past events in order to better understand and communicate about the past. To do this, they collect and evaluate information from many different primary sources, such as newspaper stories, diaries, photographs, legal documents, and much more. In this project, the historian is responsible for doing background historical research and making sure the team members understand the historical context of the artifacts they will use. The historian will need to lead the development of the timeline and/or historical background document.

- o *Digital Archivist:* Digital Archivists locate original materials related to projects they are working on, looking for artifacts and resources in a variety of formats, including photographs, documents, recordings and film. They work to preserve these materials in a digital format for long-term storage and preservation. They help develop digital exhibits by finding and organizing digital materials that might go into an exhibit. In this project, the digital archivist will need to play a lead role in exploring the larger digital archive, noting and collecting possible exhibit materials, and then preserving and organizing these materials for the team to consider and work with.

- o *Museum Curator:* Museum Curators are responsible for collecting objects and artifacts for display in a museum. They keep records of and organize the materials they find, they plan and develop exhibitions, and they also do research to find more resources. In this project, the role of the museum curator would be similar to the digital archivist, so your team can combine these roles if you want.

to communicate their work plan with the teacher and show every member will contribute.

When groups are formed, plan to give students supported time to review these roles and decide how they will approach them.

Build a process for group check-ins at semi-regular intervals so that you can monitor their progress and help problem solve as needed.

ceder

The curator would lead the team in gathering, organizing, and researching the different artifacts for the exhibit.

- o *Design lead or UX Designer.* Designers are people who design experiences, services, or products for different types of users. They research their target users, explore their needs and goals, consider the needs of other connected people (stakeholders), and develop solutions to problems (which can be, as mentioned, service, experience, or products). They consider how things look, sound, and feel to create meaningful experiences. Graphic designers focus on visual aspects of a project, and try to make things appear both pleasing and helpful. User experience (UX) designers think about how someone actually uses and/or experiences something and builds a process for use. In this project, the designer will take the lead on thinking about how the different components of the project line up, how people will move through and experience the exhibit, and how interesting, creative, and polished the final products are.

- o *Outreach and communications lead.* Outreach and communications professionals focus on just what you would imagine… outreach and communication. They speak to public audiences, develop social media messaging and campaigns, write and edit text to make it more accessible to different audiences, and think about how best to get a message out. They also network and develop partnerships. In this project, the outreach and communications lead can take the lead as spokesperson and also think deeply about how best to develop your message for different audiences.

- *Audience:* The audience for this exhibit is the general public, with a focus on young people… so you should design for your peer group. You should consider how much background information they might need, how to

Discuss audience with the class, and explore what would make a digital more or less interesting to them as young people.

![ceder]

present information to your peers, and how to build an engaging, interactive exhibit that will be both educational and interesting.

- *Format:* Your team will develop an experiential, digital museum exhibit. Experiential means that people do more than just look at your exhibit, they experience something! In this case, you will develop short activities that people can choose to do as they interact with your exhibit. You will also use audio to support the images and documents you include. In addition, your exhibit will ask people to take some sort of action after they have engaged with the resources. Your exhibit should be developed in a digital platform such as PowerPoint, Prezi, Padlet.com, ArcGis StoryMaps, or a custom website using a free web design tool. Your exhibit should have the following parts (you will use the Project Planning Guide to help you get started):

  - Title: Your title should be interesting and engaging, and should give the audience a clue as to what they will learn.

  - Historical claim: Your exhibit should have a statement of purpose that includes an overall historical claim -a belief statement about the past that is supported by evidence - about police violence and racism and/or community activism in Detroit during the 1950's, 60's, and 70's. This claim should provide a broad answer to the question you selected.

  - Timeline (10-15 key events) OR approximately one page historical overview: You need to develop and provide a national to local Civil Rights timeline -or written historical overview - that describes important Civil Rights events in the United States between 1953 and 1973 along with relevant local Detroit events connected to your exhibit. This part of the project provides the historical background and context for the

Explain that they can choose a platform, unless you have a good reason to limit the platform and require students to use specific tools.

Feel free to edit down the required components if you don't have time for such a complex project.

Explore the idea of an interactive exhibit and have students quickly brainstorm ideas as to how they might respond to an issue-based exhibit.

For each of these components, make sure students understand what they will produce. Consider having student groups work to quickly discuss each one and then brainstorm what each component might look like and contain.

ceder

events you will cover in your exhibit. So you will describe important national events, and then connect local events to these national events.

- 6-8 artifacts (images and/or documents): Your team will intentionally select 6-8 artifacts from the whole Detroit Under Fire online archive to provide evidence for a particular claim – for example to illustrate a clear pattern of police abuse of power, or to demonstrate how activists challenged the problem of police violence. These artifacts should be presented in some sort of planned, purposeful order. Each artifact needs:
  - A caption – descriptive phrase or sentences summarizing the main content
  - Historical context – a short paragraph with a description of the image or document that summarizes the content in a bit more detail and provides background information like place, date, and a basic summary of the event depicted.

- (Optional) Playlist – You can also develop a playlist of 3-4 audio tracks (songs, speeches, etc.) that will play in the background while people view and interact with the exhibit. Your playlist can be any genre, but should be developed intentionally to communicate a message or set a particular mood. Songs can be instrumental or with lyrics and vocals. Speeches should connect to the broad events and obviously be things you can access online. You might develop a playlist with popular music from the time period, or choose to use music from different times, including today, that speak to issues connected to the exhibit. Avoid tracks with profanity as this exhibit will be for public audiences.

ceder

▪ Exhibit experience and call to action – Your team will also develop 2-3 ways that people interacting with the exhibit can respond, participate, or take action. In-person exhibits have used white boards and/or sticky notes on which people respond to a question about the exhibit and reflect on what they have learned. Some exhibits connected to issues ask people to sign a petition, read an article, or sign and send a post card connected to a social justice campaign. Some times people are asked to share their storiesm or to share a creative reaction like a short poem or a drawing. Others ask people to post on social media and respond to a specific call to action. You will use the Response and Call to Action Guide to help you plan this piece of your exhibit. o *Public Presentation: Pitch and Demo* – You will develop a brief presentation in which your team walks a panel of judges and stakeholders through your exhibit, explaining the claim, the artifacts, and the actual experience of the moving through it. The panel may ask you questions and will give you feedback. You are basically pitching your exhibit plan to this panel in order to see if you exhibit will "make the cut," so you will want to explain why it should be turned into a physical exhibit in a museum space.	
● *Process:* 1) Form a team if you are not already in groups. Your teacher will give you instructions about forming into teams. Once you have formed into teams, review the information above and discuss the different roles. Have each person take turns talking about what role is most interesting to them, and decide as a team if you want change roles or keep the same	*Check links for these activities ahead of time, and if the links are no longer active find alternatives.* Form students into teams of 3 to 4 students if you have not already done so. Consider creating groups with diverse skill sets and backgrounds so

ceder

ones throughout the process. Work towards consensus – having everyone agree with a plan - and let your teacher know if your team is getting stuck or having trouble moving forward. Assign roles.

2) Explore one of the model virtual exhibits below to see an example of this type of exhibit. Visit the link and talk as a team about what you see and how it is organized.
- https://artsandculture.google.com/exhibit/black-power/hwIiQS8vVfQiLQ
- http://www.emmetttillproject.com/home2

3) Build background knowledge and/or review historical context: Review the Civil Rights Timeline from History.com (https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline), or a different one from another source, and focus on the events between the end of World War II in 1945 and up to and including the year 1957. As a team, review key events from these years and discuss the overall pattern of what was happening in the United States. This information will help provide background for your museum display. Identify 5-7 key events that moved the Civil Rights movement forward between 1945 and 1958 and create a timeline as a team. For this brief timeline, select the events in this timespan that you think had the biggest impact on the nation, list them in order, and generate a 1-3 sentence summary of each event and why it was important. Use your own words.

4) If you did not go through the StoryMap Reading Guide and are seeing these resources for the first time, as a team, go to the website for Detroit Under Fire. Spend some time reviewing each of the StoryMaps (linked below) to get an idea of the information contained. To review, assign each team member to review 1-2 bullets on the StoryMap and then take turns presenting to the group what your section covers.

that students can learn from each other.

Review the process from the handout with the whole class, and then give teams time to work, checking in with each team to make sure they have appropriate internet access and working devices, and that they understand the progression of tasks.

Also check in with each group about their division of labor and organization and make sure that everyone is being included.

Step 3 in the process, building background knowledge, can be undertaken by groups or as a whole class activity. The idea is to make sure students have the necessary background historical knowledge to understand the context of the events on the website. If you have already covered this history, students can skp this step.

Step 4 is for students who have not yet explored the website. If they have

ceder

a. https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=91ede303be6d406aabce59df705220c3
b. https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=93d97763a354450b8f8fd0ae95c84575
c. https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=24591bd9c2694d0ca6b45e082896709e

5) Discuss a specific topic you want to cover for your exhibit. If you want ideas for possible topics, look at the list below and use the website search bar to find related resources to help you explore potential topics.

Specific cases of violence or misconduct or abuse	Activism and protests
The murder of Cynthia Scott	Protests connected to the murder of Cynthia Scott
Stop and Frisk policy	The Northern Student Movement
The Kercheval Incident	ACME
The murder of Tonia Blanding	Uprising of 1967
Additional examples from larger website, but not in StoryMaps with reading guide:	
Police harassment and assault of activists	Poor People's Campaign in Detroit
STRESS Unit	Black Panther Party in Detroit

completed the StoryMap Reading gudie they can skip this step. However, it may still be useful. The goal is for students to become familiar with the larger content of the website so they can begin to pick a specific topic.

At the end of this document there is an outline that might be useful as an overview of the website content.

Step 5 lists out some possible topics that you can present and discuss with your students. Feel free to allow them to suggest other topics, but work with them to make sure the topics are connected to the driving question and are actually connected to available resources.

Students will need support and guidance as they work through these steps, so develop a check-in procedure and schedule so that every group gets support.

6) Then get your copy of the Project Planning Guide and get to work!	
Project Planning Guide	See below... this template can be given to groups to help them plan their project. It is advisable to require students to turn this in for review before they get too deep into the work in order to make sure they have created a viable project idea. Consider chunking it into different, smaller assignment's as well.
Rubric	Review the rubric with students as well so they understand the expectations for the final product. Adapt the rubric as needed.
<table><tr><td>**Project Component**</td><td>**Helpful resources:**</td></tr><tr><td>Platform *(how/where will you build this?)*</td><td>You can find tutorials online for any of the following digital tools: PowerPoint, Prezi, Padlet, Google Slides, etc. If you need help, find a tutorial that seems helpful and watch it! Talk as a team about your skillset and what you already know how to use. Check in with your teacher if you need additional help.</td></tr></table>	The resources in the left column can be provided to students as needed if they need support and examples for the different parts of the project. *Check links first as some of them may no longer be active.*

ceder

Audience	Who can you consult to help you think about this? How will you reach out to your audience? If you are designing for other students, discuss your own interests as a group. What would appeal to you?
Title	https://blog.hubspot.com/marketing/a-simple-formula-for-writing-kick-ass-titles-ht https://medium.com/@awc.hse/a-title-that-works-characteristics-and-tips-7fe33c5aef67
Claim	https://writingbee.com/dictionary/what-is-a-claim-in-an-essay
Timeline and one page historical overview	https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline https://riseupdetroit.org/chapters/chapter-3/part-1/the-national-civil-rights-movement-in-detroit/
6-8 Artifacts	From the Detroit under Fire website: https://policing.umhistorylabs.lsa.umich.edu/s/detroitunderfire/item/669
Playlist	https://www.npr.org/2010/01/18/99315652/songs-of-the-civil-rights-movement

ceder

	https://www.thenation.com/article/activism/top-ten-civil-rights-songs/
Exhibit experience and call to action What do you want people to do?	https://www.teenvogue.com/story/social-media-activism-changed-everything sticky notes, white board, post card campaign, computer with petition and email campaigns, graffiti wall, message board, commitment slips, selfie with backdrop, social media campaign participation, other

ceder

Project Planning Guide:

Overview… briefly describe your idea for your project. What is it, what is it about, and why does it matter? Which of the 3 questions will you answer?			
Project Component	**Requirements:**	**Your ideas:**	**Person(s) responsible**
Platform *(how/where will you build this?)*	Digital, multimedia (PPT, Prezi, Padlet, Google Slides, etc.)	What platform will you use?	
Audience	Your main audience is your peer group… other young people.	How will you appeal to your peers?	
Title	Previews content and catches attention	What will your title be, and how will it grab people's attention?	
Claim	States a clear position in response to the driving question	What is your primary claim? This will be an answer to the question you chose, and an answer that you can support with evidence.	

ceder

Timeline and one page historical overview	Provides an overview of what was happening nationwide around civil rights.	What were several national events that happened in the time leading up to the events you are presenting in your project? How might these events have influenced people in Detroit?	
6-8 Artifacts	6-8 artifacts (photographs, maps, documents)	What artifacts from the website's larger collection will you include in your virtual exhibit? Why these artifacts? How do they support your claim?	
Playlist (optional)	An audio track for your exhibit	What audio might people experience as they view your artifacts and interact with your exhibit? Music? Speech excerpts?	
Exhibit experience and call to action	What do you want people to do while they view your exhibit? What about after they view your exhibit?	Possible ideas to consider: Having participants jot down thoughts, ideas, questions, reflections on sticky notes and posting on a virtual white board; post card campaign around a local issue; petition to sign, either paper or online; graffiti or doodle wall where people can leave artistic reflections; message or discussion board; commitment slips (piece of paper that says "I commit to…" and people finish the sentence; selfie with backdrop; social media campaign participation; other? Which option will you select, or what other ideas do you have?	

ceder

Project Rubric *(for use as is or for adaptation and customization)*

	Well-developed and high quality	Complete and developed, good quality	Needs additional development	Needs significant work and development	Missing
<u>Criteria</u>	4	3	2	1	0

Core components:
● Title
● Claim
● Historical overview
● 6-8 artifacts
   ○ Captions
   ○ explanation
● Playlist (optional)
● Experience and call to action
	All core components are included and complete.	All core components are included, but one or two may be underdeveloped.	1-3 core components may be missing, or several may be clearly underdeveloped.	There is a project, but it lacks important components and is incomplete.	

Conceptual understanding and content Claims and Evidence… is there an overarching claim being developed about the problem of study, and does the exhibit contain resources that serve as evidence to support this claim?	Claim is clearly stated and is well supported by and connected to each artifact. The artifacts selected, and the overall exhibit, successfully and sufficiently demonstrate a pattern connected to the claim. The overall project demonstrates advanced conceptual understanding of the issues.	Claim is stated and supported by each artifact. The artifacts selected, and the overall exhibit, mostly demonstrate a pattern connected to the claim, with minor problems of consistency or coherence. The overall project demonstrates solid conceptual understanding of the issues.	A claim is stated but it is underdeveloped. It is supported by some of the artifacts, but need additional support. The artifacts selected, and the overall exhibit, suggest a pattern connected to the claim but do not fully develop or support it. The overall project demonstrates basic conceptual understanding of the issues.	There is an attempt to state a claim but it is not clear or not supported. Many or all of the artifacts selected are not clearly connected to the claim. The overall project is on topic, but does not demonstrate conceptual understanding of the issues being studied (for example, information is presented but not analyzed or explained).	

ceder

Interactivity and call to action	The exhibit provides multiple clear and engaging opportunities for participants to respond to, explore, and/or express themselves about exhibit. In addition, there is a call to action and information to help someone take further action if they wish.	The exhibit provides a few clear opportunities for participants to respond to, explore, and/or express themselves about the content of the exhibit. In addition, there is a call to action and information to help someone take further action if they wish.	The exhibit provides limited or basic opportunities for participants to respond to, explore, and/or express themselves about the content of the exhibit. In addition, there is a call to action.	The exhibit attempts to provide opportunities for participants to respond to, explore, and/or express themselves about the content of the exhibit, but it lacks clarity, and/or there is no clear call to action.	
Aesthetic and visual appeal	The exhibit has strong visual appeal and shows clear and thoughtful use of ● Technology ● Design choices, such as color, font, etc. ● Structure and flow of the exhibit (makes sense)	The exhibit has good visual appeal and shows satisfactory use of ● Technology ● Design choices, such as color, font, etc. ● Structure and flow of the exhibit (makes sense)	The exhibit has some issues with visual appeal and problems in one or two of the following: ● Technology ● Design choices, such as color, font, etc. ● Structure and flow of the exhibit (makes sense)	The exhibit needs to develop its visual appeal and significanctly improve use of ● Technology ● Design choices, such as color, font, etc. ● Structure and flow of the exhibit (makes sense)	

ceder

Conventions	Advanced use of language and conventions (very few errors in grammar, spelling, etc.)	Satisfactory use of language and conventions (few major errors in grammar, spelling, etc.)	Basic use of language and conventions (some errors in grammar, spelling, etc. that start to get in the way of interacting with the exhibit)	Developing use of language and conventions (several major errors in grammar, spelling, etc. that interfere with the experience of the exhibit)	

ceder